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ABSTRACT

This paper profiles learning activities for kindergartners and first graders that involve the use of literature. Numerous citations of literature for kindergarten children are provided. Curriculum components that have been used successfully in kindergarten and the first grade are addressed in a list of titles organized by theme and author, including bears, fantasy (Halloween preparation), animal friends, general literature, multicultural literature, and poetry. Classbooks and classbook topics are described. The list continues with citations for literature appropriate for reading aloud. Guidelines for creative projects, dioramas, bulletin board stories, and dramatizations are provided. Additional curriculum components recommended for the first grade include story maps, approaches to teaching skills with literature, and topics for creative writing activities. A language development program that involves child-centered activities for exploring storybooks from prekindergarten through the second grade is discussed. The paper concludes with citations and class projects on such favorite themes as winter, ocean life, fish, rain, animals, farms, mice, trees, and birthdays. (RH)

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"IT WAS A CALM, QUIET SEA...":

USING CHILDREN'S LITERATURE

Belle L. Akers

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9th Annual
Northern California Kindergarten Conference

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San Francisco State University

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"It Was a Calm, Quiet Sea...": Using Children's Literature
NCKC Kindergarten Conference 1991
Belle Akers, San Francisco
1st grade, Convent of the Sacred Heart

Literature Opens Doors

Children's literature has a multi-faceted role in literacy curriculum. Literature invites children into the magical world of fantasy, poetry, adventure, and reality. As kindergartners and first graders become aware of language patterns, they can join actively in chanting rhymes and echoing repetitive lines in literature. Literature provides a natural springboard for active learning through making class books, dramatizing stories and creating artwork.

Resource Materials

available from: **California State Department of Education**
Publications Sales
PO Box 271
Sacramento, CA 95802-0271
(include ISBN, title, and 7 1/4% tax to order books;
make checks out to California State Department of Education)

Recommended Readings in Literature, K-8, 1988. Annotated Edition. **$4.50**
ISBN 0-8011-0745-8

Handbook for Planning an Effective Literature Program, 1987. **$3.00**
ISBN 0-8011-0320-7

Book lists: Lipson, Eden. The New York Times Parent's Guide To The Best Books For Children $12.95 (paperback)

Trelease, Jim. The Read-Aloud Book. (new edition)

Teaching Resource: Windows on Language Through Literature (6 titles)
Creative Publications
788 Palomar Avenue
Sunnyvale, CA 94086
(see pg. 17 for more information about titles in each volume)

Curriculum Components*

*used successfully in both kindergarten and 1st grade classes

Author of the Week

An "Author of the Week" component introduces students to the published works of a particular author. In most cases, a period of one to two weeks is set aside for reading aloud books by an author. A majority of the titles may be found in school and public libraries. This list highlights only a small number of authors and books which I have found appropriate for K and 1st grade. As you develop a pool of authors, literature studies can be rotated from year to year, as themes and interests of the students become apparent.

The following list includes author/books introduced around themes. A second list includes authors/books not identified with a theme.

Theme/ Author	Titles
Bears	
Asch, Frank	Mooncake, Happy Birthday Moon, Bread and Honey, Popcorn, Bear's Bargain, Sand Cakes, Just Like Daddy
Freeman, Don	Corduroy, Corduroy's Pocket, Dandelion, Mop Top, A Rainbow of My Own
Minarik, Else	Little Bear, Little Bear Visits, Little Bear's Friends, Father Comes Home
Fantasy (Halloween Preparation)	
Brown, Ruth	A Dark, Dark Tale
Keats, Ezra Jack	The Dream, Louie, The Trip
Mayer, Mercer	There's a Nightmare in My Closet, There's a Alligator Under My Bed
Sendak, Maurice	Where The Wild Things Are, Pierre, Chicken Soup With Rice, Alligators All Around

Animal Friends

Brett, Jan	The Mitten, Goldilocks and the Three Bears, Annie and the Wild Animals
Carle, Eric	The Very Hungry Caterpillar, The Very Busy Spider, The Mixed Up Chameleon, A House for a Hermit Crab
Hoban, Russell	Bread and Jam for Frances & other titles
Lobel, Arnold	Frog and Toad titles, Uncle Elephant, Owl At Home, Grasshopper On The Road, Mouse Soup, Mouse Tales
Lionni, Leo	Swimmy, Fish Is Fish, Federick, Inch By Inch, Alexander and the Wind-Up Mouse, Let's Make Rabbits, Nicholas, Where Have You Been?
Waber, B.	Lyle, Lyle Crocodile & other titles Ira Sleeps Over, Anteater Named Arthur
Zion, G.	No Roses for Harry; Harry the Dirty Dog & other titles

General Literature

Brown, Margaret	Goodnight Moon, The Runaway Bunny, The Winter Noisy Book,
Hutchins, Pat	Rosie's Walk, Goodnight, Owl, The Surprise Party, The Wind Blew
Krauss, Ruth	The Carrot Seed, Is This You?, Bears, Harold and the Purple Crayon and other titles
Marshall, James	George and Martha & other titles
Potter, Beatrix	Tale of Peter Rabbit, Tale of Jemima Puddle-Duck, Tale of Mrs. Tiggy-Winkle, Tale of Tom Kitten
Wood, Audrey	The Napping House, Quick As A Cricket, King Bidgood's In The Bathtub
Zolotow, Charlotte	Mr Rabbit and the Lovely Present, I Want to Be Little The Important Book, Someday

Multicultural Literature

Reading aloud literature from many countries is a wonderful way to expose children to the richness of other cultures. A multicultural "literature tour" opens the door to a broader appreciation of many cultures from Asia, Africa, Europe and North America. As we read folk tales and stories, we learn interesting aspects about individual cultures, including native dress, plant and animal life indigenous to the geographic region; and work habits (daily routines) of the people

African

Aardema, V.	Bringing Rain to the Kapiti Plain; What's So Funny, Ketu? Who's In Rabbit's House?
Dayrell, E.	Why the Sun and the Moon Live in the Sky
Seeger, P.	Abiyoyo
Steptoe, J.	Mufaro's Beautiful Daughters
Ward, L.	I Am Eyes - Ni Macho

Asian

China

Demi	Liang and the Magic Paintbrush; The Empty Pot
Flack, M.	The Story About Ping
Lobel, A.	Ming Lo Moves the Mountain
Mahy, M.	The Seven Chinese Brothers
Mosel, A.	Funny Little Woman; Tikki Tikki Tembo
Williams, J.	Everyone Knows What a Dragon Looks Like
Wyndham, R.	Chinese Mother Goose Rhymes

Japan

Garrison, C.	The Dream Eater
Tejima	Swan Sky; Owl Lake; Fox's Dream
Yashima, T.	Crow Boy

other cultures

Spanoli, C.	Nine-In-One Grri Grri (Hmong)
Lee, J.	Toad is the Uncle of Heaven (Vietnamese)

Native American

Ata, T.	Baby Rattlesnake
Baylor, B.	I'm In Charge of Celebrations; When Clay Sings
Cohen, C.	Mud Pony
DePaola, T.	Legend of the Blue Bonnet; Legend of Indian Paintbrush
Esbensen, B.	Star Maiden
Goble, P.	The Girl Who Loved Horses; Gift of the Sacred Dog Dream Wolf; Iktomi and the Boulder
Sneve, V.	Dancing Teepees (Poems of American Indian Youth)

European

Balian, L.	Leprechauns Never Lie
Bemelmans, L.	Madeline titles
Bjork, C.	Linnea in Monet's Garden
Leaf, M.	Ferdinand

Russian folktales

Afanasyev, A.	The Fool and the Fish (paintings by Spirin, G.)
Brett, J.	The Mitten
Croll, C.	The Little Snowgirl
Hogogrian, N.	One Fine Day
Morgan, P.	The Turnip
Nobodkina, E.	Caps for Sale
Polacco, P.	Rechenka's Eggs
	(other titles by author: Thunder Cakes; The Keeping Quilt)

Multicultural Christmas Titles

Climo, S.	Cobweb Christmas (Germany)
Croll, C.	The Little Snowgirl (Russia)
dePaola	The Family Christmas Tree Book
Ets, M. & Bastida	Nine Days to Christmas (Mexico)
Plume, E.	The Story of Befana (Italy)
Tompert,	The Silver Whistle (Mexico)

Children's Poetry

Carle, E.	Animals, Animals
DeRegniers	Sing A Song Of Popcorn
dePaola, T.	Book of Poems
Fisher, A.	House of a Mouse
Krauss, R.	Somebody Spilled the Sky
Lewis, R.	In A Spring Garden (Illustrations by Ezra J. Keats)
O'Neill, M.	Hailstones and Halibut Bones (color artwork added to 1989 edition)
Martin, B.	Listen to the Rain
Moss, J.	Butterfly Jar
Prelutsky, J.	Random House of Poetry Ride A Purple Pelican (rhymes)
Shulevitz, U.	Dawn, Rain Rain Rivers
Silverstein, S.	A Light in the Attic, Where the Sidewalk Ends
Sneve, V.	Dancing Teepees (Poems of American Indian Youth)
Watson, C.	Father Fox's Pennyrhymes

Classbooks

After reading aloud a book, the teacher encourages students to share their ideas about the story. Students can be asked to share personal experiences, make predictions or draw conclusions. A classbook may be patterned after a literature selection. The classbook pattern is introduced to the class. Each student participates in making the classbook by illustrating and giving dictation for a page.

White construction paper, either 9"x12" or 12" x 18", is used to make classbooks. The large paper format allows for written text and leaves room for student's drawings. Heavy manila-weight paper or card stock should be used for the cover. Covers can be laminated or covered with clear contact paper to help it last longer. Covers for books may be designed by the teacher or students. Hopefully, each student will have a chance to design a cover by the end of the year.

Classbooks may be bound in several ways. One method is to punch holes on the left margin, lace a colorful shoelace and tie it in the back. Another method is to use loose metal rings. These may be purchased at stationary stores in various sizes, 3/4" or 1" rings work best. If your school or district has a binding machine, pages may be punched and bound by the plastic strip. The completed book is placed in the classroom book area for free choice "reading".

Classbook Topics

A few favorite topics for class made books responding to a frame sentence format include:

- I will hide _____ The Runaway Bunny (Brown)
- There's a _____ under my bed. There's An Alligator Under My Bed (Mayer)
- My magic pebble would _____ Sylvester and the Magic Pebble (Steig)
- Wolf thought, "I'll bake 100 scrumptious _____ tomorrow. Wolf's Chicken Stew (Kasza)
- There's a _____ outside my window. It Didn't Frighten Me (Ross)

Read Aloud Pattern Book Selections

These books have a predictable line in the text. Through listening to the repetition of words, children can hear the word pattern and join in repeating predictable lines or chanting rhymes as the stories are read aloud. Literature provides an excellent springboard for creating class-made books. A connection is made between reading and writing as students develop an awareness for whole words; sentences; and left-to-right sequence. Class made books become a favorite free choice reading material!

Author	Title	Predictable lines/ Rhymes	Class-Book	Drama-tization
Aardema, V.	Bringing the Rain to Kapiti Plain	R		
Alhberg, J &A	Each Peach Pear Plum	R		
Asch, F.	Just Like Daddy	P	C	
Barchas, S.	I was Walking Down the Road	P	C	
Brown, M.	The Runaway Bunny,	P	C	
	Goodnight Moon	P		
Brown, Ruth	A Dark Dark Tale	P	C	
Burningham, J.	Mr. Gumpy's Outing,	P	C	D
	Mr. Gumpy's Motor Car	P		D
Campbell, R.	Dear Zoo	P		
Carle, E.	The Very Busy Spider,	P		D
	The Grouchy Ladybug	P	C	
Cook, B.	The Little Fish That Got Away	P		
Ets, M.	Come Play with Me	P	C	
Flack, M.	Ask Mr. Bear	P		D

Author	Title	Predictable lines/ Rhymes	Class-Book	Drama-tization
Fox, M.	Hattie and the Fox	P		D
Ginsburg, M.	The Chick and The Duckling	P	C	
	Good Morning Chick	P		
Goss, J.	It Didn't Frighten Me	P	C	
Hayes, S.	This Is The Bear	R		
Hoberman	A House Is A House For Me	P		
Hogrogian, N.	One Fine Day	P		D
Hutchins, P.	Rosie's Walk,		C	
	Goodnight, Owl,	P		
	The Doorbell Rang	P		
Kalan, R.	Jump, Frog, Jump, Rain	P		
Keats, E.	Over in the Meadow	P	C	
Kellogg, S.	Can I Keep Him?	P		
Kraus, Robert	Herman the Helper	P	C	
Krauss, Ruth	The Happy Egg	P		
	The Carrot Seed	P		
Lobel, A.	The Rose In My Garden	R		
Martin, B.	Brown Bear, Brown Bear, What Do You See?	P	C	
Mayer, M.	There's An Alligator Under My Bed		C	
	Just For You	P		
McPhail, D.	The Dream Child	P/R		

Author	Title	Predictable lines/ Rhymes	Class-Book	Drama-tization
Most, B.	Whatever Happened to the Dinosaurs?		C	
	If the Dinosaurs Came Back	P	C	
Nodset, J.	Who Took The Farmer's Hat?	P		D
Patrick, G.	A Bug in a Jug and Other Rhymes	C		
Preston, E.	Squawk to the Moon, Little Goose	P		
	Where Did My Mother Go?	P		
Raffi	Down By the Bay	R	C	
	Shake My Sillies Out	P		
Samton, S.	Beside the Bay	R	C	
Shaw, C.	It Looked Like Spilt Milk	P	C	
Shaw, N.	Sheep in a Jeep	R	C	
	Sheep on a Ship	R		
Weiss, N.	Where Does the Brown Bear Go?	P	C	
Woods, A.	The Napping House	P		
	King Bidgood	P	C	

Words, Definitions and Cause/Effect in Literature

Barton, B.	Dinosaurs, Dinosaurs
Bauer, C	My Mom Travels A Lot
Barrett, J.	Animals Should Definitely Not Wear Clothes
	Animals Should Definitely Not Act Like People
	A Snake Is Totally Tail
Browne, A.	Bear Hunt
Charlip, R.	Fortunately
Elting & Folsom	Q Is For Duck
Folsom, M.	Easy As Pie
Garelik, M.	Where Do Butterflies Go When It Rains
Hutchins, P.	What Game Shall We Play?
Hoban, T.	A Children's Zoo
Kessler, L.	Ghosts and Crows and Things with O's
Krauss, R.	A Hole Is to Dig
	Bears
Lindbergh, R.	The day the Goose Got Loose
Numeroff, L.	If You Give A Mouse A Cookie
Roy, R.	Three Ducks Went Wandering
Shaw, N.	Sheep In a Jeep
	Sheep on a Ship
Testa, F.	If You Take A Pencil
Wellington, M.	All My Little Ducklings
Wildsmith, B.	What the Moon Saw

Creative Projects

puppets - create a character from a story

Materials: construction paper/markers/yarn/buttons

Types: Paper plate
popsicle stick
paper bag
folded paper (accordian-style - 4 folds)

masks - make a mask of your favorite character from a story

Materials: paper plates or cut-out from manila weight paper
markers, glitter, feathers, textured paper, yarn,
ribbon, crepe paper

6" small paper plate masks mounted on a popsicle stick can be used for group participation in dramatizing a story -

Example: Hattie and the Fox by M. Fox
Hattie - adult or reader
characters and lines:
goose - "Good grief!"
pig - "Well, well!"
sheep - "Who cares?"
horse - "So what?"
cow - "What next?"

dioramas - make a scene from a favorite story

Materials: shoebox/white paper large enough for inside of shoebox
markers, crayons, watercolors, construction paper,
sticky tape (available from Lakeshore in assorted colors)

Example: Where The Wild Things Are M. Sendak
Students select their favorite part from story
Make background scene using drawing materials
Make characters (Max, Wild Things) to put in diorama
Share with classmates

bulletin board stories - create a wall story for display

Materials: large drawing paper for mural background;
paper for drawing and cutting out characters;
cut out paper bubbles for dictation

Directions:

Select a story
Secure a bulletin board or wall space
Have students choose to work on individual characters (remind them about using a large size so cutouts can be seen - i.e. use the whole paper, 9"x12" sheet) or background as a group project
Ask child what his/her character is saying and write down words on a cutout bubble to place by character

Encourage students to "read" the story board on their own or with classmates. This is an excellent model for kindergartners to launch into their own creative writing, build word knowledge and practice reading aloud!

Dramatization

felt board sets - commercial and/or teacher made

puppets - commercial, student-made ones used to dramatize character parts

storybook characters - commercial stuffed animals/characters that go with books are made available in book center for creative play in the book and doll house areas (i.e. Velveteen Rabbit; Max, Wild Things; Corduroy; Peter Rabbit, etc.)

reader's theatre - performance of a story; may be adapted by teacher or students; involves rehearsing lines, making props, sharing with class

Additional Curriculum Components
Recommended for 1st Grade

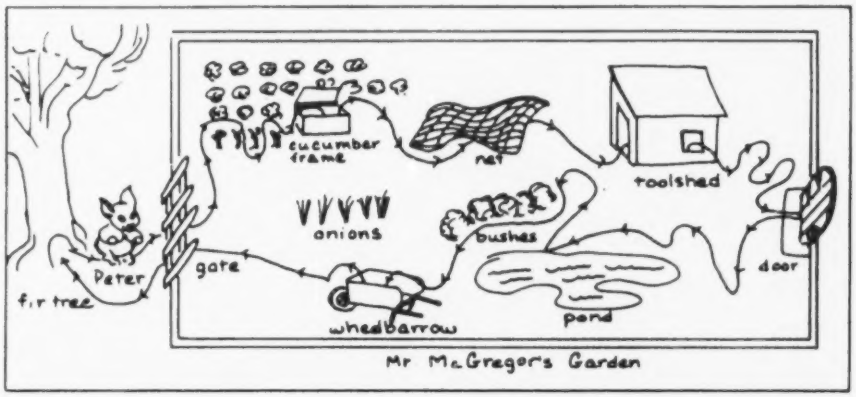
Story Maps
excerpt from: Scholastic, Inc.
The Bridges Newsletter, January 1989

Mapmaking Projects Increase Students' Understanding of Story

Help visualize important story elements

Here's a great way to help your students follow the action of a story. And to understand story sequence and setting, too!

As a group, ask them to participate in the creation of an imaginary map, showing the path of a character's journey from the start of the book to the end.



Where did the character begin? In the woods? In a medieval castle? Then where did she go? To the edge of the forest? To the lunchroom? Where did he end up?

Encourage students to reexamine the book, as needed.

Tailor projects to children's ages and abilities

Younger children can contribute to a simple map.

For example, chart the path taken by Peter in *The Tale of Peter Rabbit* (**Bridges**, Read Aloud book, Grades K-1), who squeezes under the gate of Mr. McGregor's garden and encounters mishaps before he finds his way back home.

Older students can draw more intricate maps, including a legend.

Promote children's exchange of books

After the group project, younger children can make individual maps of books read to them. Advanced readers can create maps of Buddy Book stories read independently. And they can use the maps as aids to retell the story to classmates.

Don't be surprised if children insist on trading and reading each other's books!

Teaching Skills with Literature

Children's literature selections can be used effectively in teaching specific concepts and/or skills covered in the language arts curriculum. Children love to join in the chanting or echoing of repetitive lines. As the need for teaching a specific skill arises, literature selections which reinforce a concept(s) are incorporated as extension activities. While, the following list has been used in a 1st grade class, kindergarten children would also enjoy hearing these selections read aloud to them.

Concept	Title/Author
question & answer format; punctuation - question mark, quotation marks	Brown Bear, Brown Bear, What Do You See? (Martin, B.) Who Took the Farmer's Hat? (Nodset, J.) Ask Mr. Bear (Flack, M.) Why Can't I Fly? (Gelman, R.) Cats and Mice (Gelman, R.) Whatever Happened to Dinosaurs? (Most, B.) Where Does the Brown Bear Go? (Weiss)
verbs/ *punctuation	The Mitten (Tresselt, A.) The Mitten (Brett, J.) Harry the Dirty Dog (Zion, G.) Mr. Gumpy's Outing* (Burningham, J.) Good-night, Owl* (Hutchins, P.) Busy ABC's (Hawkins, P) Alligators All Around (Sendak) Bears (Krauss, R.) All My Little Ducklings (Wellington, M.) Quick As A Cricket (Wood, A.) "Paddle" said the Swan (Kamen, G.)
punctuation - period, question mark, exclamation point	Hattie and the Fox (Fox, M.) Squawk to the Moon, Little Goose (Preston, E.) Down By the Bay (Raffi) Have You Seen My Ducklings? (Tafuri, N.) Three Ducks Went Wandering (Roy, R.) More Spaghetti I Say! and Wet Cats (Gelman, R.)

Creative Writing Topics

Literature provides a natural springboard for launching into creative writing (1st grade & above). Wordless books are a wonderful resource for encouraging oral expression, sequencing events, predicting outcomes and cooperative learning. Creative endings and new adventures are written for some of our favorite characters found in children's literature. A few examples of characters who have been transformed in creative writing (◇) or class books (') include:

◇ a new day story about Frog and Toad, Days with Frog and Toad (Lobel)

◇ a new adventure for Tikki Tikki Tembo after he gets well
Tikki Tikki Tembo (Mosel)

◇ a school day for Fox, Fox All Week (Marshall)

◇ a day with Corduroy, Corduroy or Corduroy Finds a Pocket (Freeman)

' "There's Room for One More" based on Mr. Gumpy's Outing (Burningham)
"May I come?" asked _____ "Yes," said Mr. Gumpy. "But don't _____"

' A large tear rolled down and dropped into the kettle. _____ (students think of something sad), Owl At Home (Lobel)

' Madeline travels to _____, Madeline in London (Bemmelmans)

' I painted _____ The Magic Paint Brush (Demi)

' If the dinosaurs came back, _____
If the Dinosaurs Came Back (Most)

Teaching Resource

Windows On Language Through Literature™: Child-Centered Activities for Exploring Storybooks (Gr. PreK-2) by Joan Westley. This important new program approaches language development through the richness of children's literature. The program introduces 48 favorite children's storybooks in six appealing themes—Family, Home and Neighborhood, Friendship, Fears and Fantasies, Animal Adventures, and Once Upon A Time. The themes form the basis for six 64-page teacher resource books filled with captivating activities children and teachers can't wait to do. Critical language and communication skills are developed through children's active involvement in discussions, dramatic play, flannel board stories, puppetry, cooking, drawing, roller movies, storywriting, chanting, language experience stories, and more. All books are charmingly illustrated with children's art.

The Family (Cat. No. 80272): *Bread and Jam for Frances; Noisy Nora; Sam; Runaway Bunny; Umbrella; Blueberries for Sal; Ask Mr. Bear; Mr. Rabbit and the Lovely Present*

Home and Neighborhood (Cat. No. 80274): *A House Is a House for Me; Sally's Secret; The Snowman; Make Way for Ducklings; The Little House; The Biggest House in the World; Miss Rumphius; Maxie*

Friendship (Cat. No. 80273): *Corduroy; Alexander and the Wind-up Mouse; Ira Sleeps Over; A Letter to Amy; May I Bring a Friend?; Play With Me; Frog and Toad are Friends; A Boy, a Dog, and a Frog*

Fears and Fantasies (Cat. No. 80275): *There's An Alligator Under My Bed; Bedtime for Frances; Clyde Monster; Where the Wild Things Are; Regards to the Man in the Moon; You Look Ridiculous; Swimmy; Bobo's Dream*

Animal Adventures (Cat. No. 80271): *Petunia, Beware; Rosie's Walk; Mr. Gumpy's Outing; Goat's Trail; Harry the Dirty Dog; Dandelion; The Story of Ferdinand; Frederick*

Once Upon A Time (Cat. No. 80276): *Little Red Hen; The Gingerbread Boy; Three Billy Goats Gruff; Deep in the Forest; One Fine Day; Millions of Cats; Once A Mouse; Caps for Sale*

For prices and other information about *Windows on Language Through Literature,*™ please see the current Creative Publications Catalog.

Creative Publications
788 Palomar Avenue • Sunnyvale, CA 94086

Cat. No. 80271

A Sampling of Favorite Themes

Winter

Bibliography

Stopping By Woods on a Snowy Evening Frost, R.
Has Winter Come? Watson, W.
White Snow Bright Snow Tresselt, A.
The Big Snow Hader, B. & E.
Animals in Winter Bancroft & Gelder
Happy Winter Gundersheimer, K.
First Snow (wordless) McCully
Owl Moon Yolen, J.
Step into Winter; Winter is Here! Moncure, J.
The Mitten Brett, J.
The Mitten Tresselt, A.
Round Robin Kent, J.

Class Projects

***classbook** - "The Mitten"
literature : The Mitten by Brett or Tresselt
preparation: cut paper for mittens (make tracing stencils or pre-trace)
print opening page, sentence frame pages, closing page
poster board cover and back cut in mitten shape

opening page - (class can decide on a boy or girl; color of mittens)
One day a little _____ got a pair of _____ mittens.
____ (he/she) went for a walk. ____ (he/she) didn't notice
that one of the _____ mittens fell on the ground.

sentence frame - (child selects animal/verb from class brainstormed list)
Along came a _____
and _____ inside the mitten.

closing page - (each child draws animal on this page)
Then, POP, the mitten burst open and all the animals
fell out in the snow.

***art extension** - on 12"x18" paper, paste along straight edge of a cut-out mitten to create a flap; draw the animals from story under/around mitten (include background of trees/snowflakes)

Ocean Life

Bibliography

Swimmy; Fish is Fish Lionni, L.
A House for a Hermit Crab Carle, E.
Amos and Boris Steig, W.
The Little Island McDonald, G. & Weisgard L.
Humphrey the Lost Whale Tokuda, W.
Ocean Alphabet Book Pallotta, J.
The Little Fish That Got Away Cook, B.
The Maggie B. Haas, I.
Down By the Bay Raffi
Beside the Bay Samton, S.

Class Projects

***poetry** - "Fish"; "If I Were A Fish"

***classbooks** - **"Down By the Sea"** a counting book (watercolor wash)
preparation: 12"x18" white paper
print opening page, sentence frames
poster board cover and back
materials: crayons (remind children to press hard for crayon color)
blue watercolor wash (dilute blue color in water)

opening page - Children, children,
come with me.
Let's go down
by the sea.
What will we look for?
What will we see?

sentence frame - (children can select sea life from brainstorm list or
teacher can print sea life names and read aloud blank book
to the class for individual page selections)
One _____ down by the sea.
Two _____ down by the sea.
(continue adding numbers to desired total)

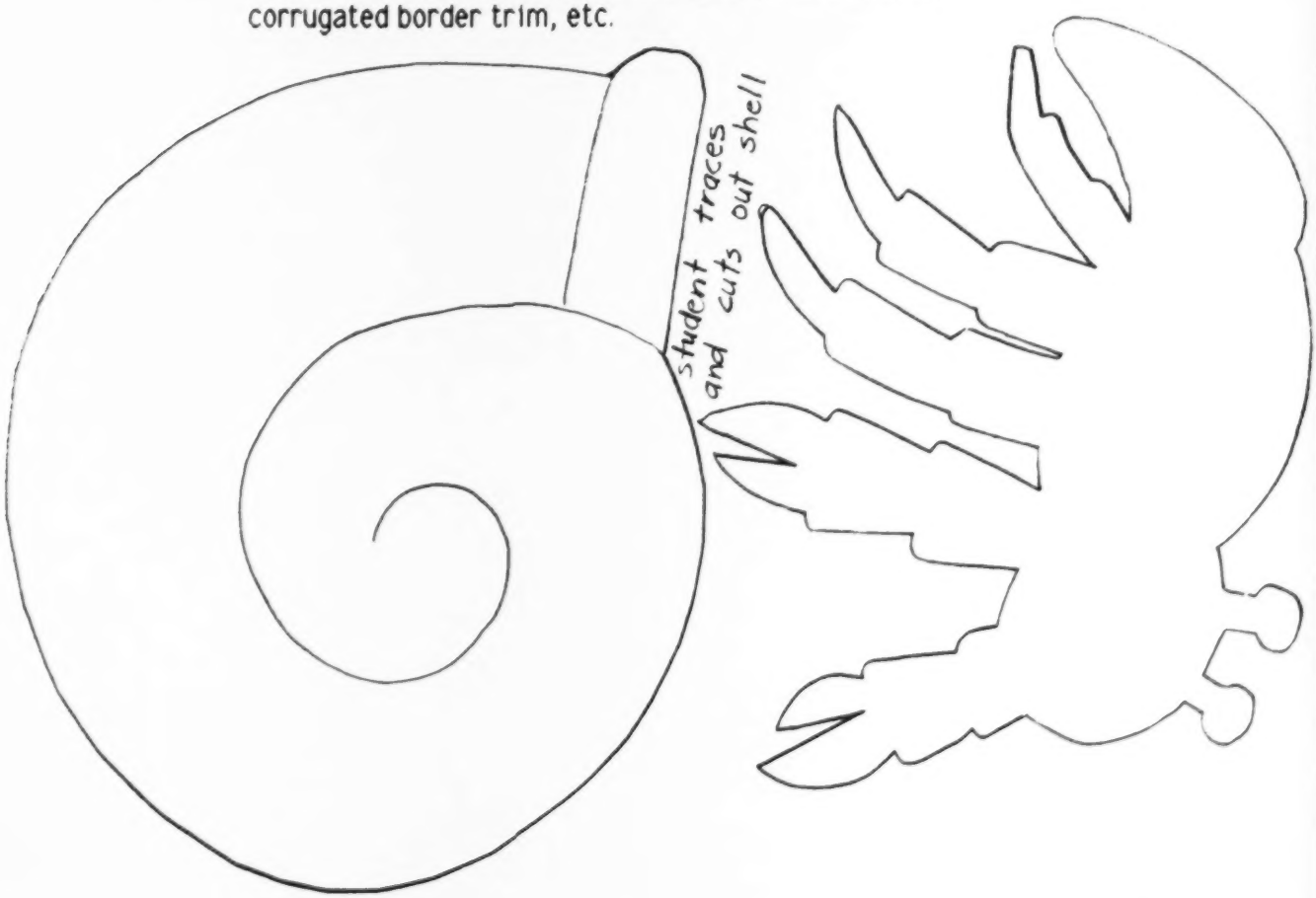
Fish

***art projects**

literature: read aloud A House for a Hermit Crab by E. Carle
artwork shows "a new home for hermit crab"

preparation: xerox this page for crab and shell stencils
pre- cut crabs from red construction paper
cut several shell stencils from manila tag paper (6 or so)

materials: 12"x18" construction paper for background
colored paper, felt scraps, crepe paper, tissue paper,
corrugated border trim, etc.



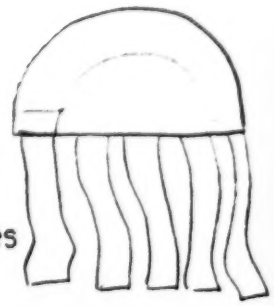
literature: Swimmy by L. Lionni

art project: jellyfish

materials: white paper plates; crepe paper; crayons or watercolors

preparation: cut paper plates in half; cut 7" - 8" strips of crepe paper

directions: color or paint jellyfish body
glue/paste strips along straight edge for the wavy tentacles



Rain

Bibliography

Who Likes Rain Dyer, R. & Passwaters, T
Rain Rain Rivers Shulevitz, U.
Listen to the Rain Martin, B.
Rain (wordless) Spier, P.
Rain Kalan, R.
The Cat in the Hat Dr. Seuss

Class Projects

***poetry** - "When It Rains"

***art project** - "What I like to Do When It Rains" bulletin board

preparation: large cut-out raindrop from 12"x18" white construction paper

directions: children draw themselves in a favorite rain activity
drawing can be done with markers, paints, watercolors, pastels, colored chalk, etc.

language extension:
* teacher/adult can take dictation from child to write on raindrop

* bind "raindrops" together for a classbook after display

* brainstorm a list of "Fun Things to Do on a Rainy Day";
students illustrate something from the list' for a classbook
'1st graders can print their own captions using a sentence frame, such as,
I like to _____ (fill in from list) on a rainy day.

Animals

Bibliography
(fiction titles with descriptive vocabulary about animals/charcteristics)

Animals Should Definitely Not Wear Clothes Barrett, J.
A Snake is Totally Tail Barrett, J.
The Silly Tail Book Brown, M.
What a Tale; If I Were You Wildsmith, B.
Spots, Feathers and Curly Tails Tafuri, N.
Tail Toes Eyes Ears Nose Burton, B.
Quick As A Cricket Wood, A.
What Game Shall We Play? Hutchins, P.
Over in the Meadow Keats, E.
Imagine Lester, A.
The Trek Jonas, A.
Sheep on a Ship Shaw, N.
"Paddle" said the Swan Kamen, G.
All My Little Ducklings Wellington, M.

Class Projects

***classbook** - What a Tail!
literature: read any books from list which describe animal tails
preparation: 9"x12" white paper
print sentence frame on page
poster board cover and back

sentence frame: A _____
has a _____ tail.
(animal name and tail description can be pre-selected by teacher or a blank space left on page for child's selection)

language extension: brainstorm a list of animals and tail descriptions
using the list, categorize animals by types of tails, for example, spotted, striped, long, short, etc.

Farm

Bibliography

Big Red Barn Brown, M
Mr. McGregor's Breakfast Egg MacDonald, E
The Midnight Farm & Benjamin's Barn Lindberg, R.
Eating the Alphabet & Growing Vegetable Soup Ehlert, L.
The Turnip Morgan, P.
A Year at Maple Hill Farm Provensen, M.
A Horse and A Hound A Goat and A Gander Provensen, M.
Kimi and the Watermelon Smith, M.
Pumpkin Pumpkin Titherington, J.

Class Projects

***poetry** - "The Happy Sheep"; Mr. Finney's Turnip"

***classbook** - "Maple Hill Farm" (a counting book or farm book)
literature: A Year at Maple Hill Farm
preparation: follow directions in Ocean Life (p. 19)
poster board cover and back cut in barn shape
language extension: brainstorm a list of farm animals and a list of places on a farm: barn, field, pond, meadow, orchard, etc.

opening page: Children, children, come with me.
Let's go to Maple Hill Farm.
What will we find? What will we see?
Let's go look around the farm.

sentence frames: (children can select words from brainstorm lists)
counting book: Oh, look what I see!
I see __ (number) _____ in the _____ (location).
farm book: Oh, look what I see!
_____ (child dictates information)

literature: Rosie's Walk (Hutchins) Good Morning Chick. (Ginsberg)
language extension: excellent usage of prepositional phrases
classbook: "Little Chick's Day" (create an opening & closing page)
plot: Little Chick searches for his mother on the farm.
language extension: using prepositional phrases in context for classbook
sentence frame: Little Chick looked ____ (i.e. in the barn; under the fence)
or Little Chick walked _____ (i.e. across the field) to find his mother.

Mice

Bibliography

Mice Are Nice (poems) Larrick, N.
House of a Mouse (poems) Fisher, A.
Angelina Ballerina & other titles Craig, H.
Mouse Soup, Mouse Tales Lobel, A.
Mousekin & other titles Miller, E.
Tale of Miss Moppet Potter, B.
Amos and Boris Steig, W.
Nathan and Alexander Delacre, L.
Nathan's Fishing Trip Delacre, L.
Max & other titles Turk, H.

Trees

Bibliography

A Tree is Nice Udry, J.
The Giving Tree Silverstein, S.
A B Cedar An Alphabet of Trees Lyon, G.
The Dead Tree Tresselt, A.
A Tree is A Plant Bulla, C.
The Great Kapok Tree Cherry, L.
The Story of Johnny Appleseed Aliki
Johnny Appleseed Kellogg, S.
How the Forest Grew Japersohn, W.
Where the Forest Meets the Sea Baker, J.

Birthday

Bibliography

Ask Mr. Bear Flack, M.
Mr. Rabbit and the Lovely Present Zolotow, C.
Happy Birthday, Moon Asch, F.
Happy Birthday, Little Witch Hautzig, D.
Little Bear - "Birthday Soup" Minarik, E.
Lyle and the Birthday Party Waber, B.
Happy Birthday Rotten Ralph Gantos, J.
The Secret Birthday Message Carle, E.
Jimmy's Boa and the Big Splash Birthday Bash Noble, T.